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## ABSTRACT

This report provides an overview of the Learning Center at South Plains College (Texas) during the 1998-99 academic year. Since its inception in 1980, the Learning Center has offered developmental courses, collegiate instruction in reading and human development, peer-tutoring, computer-aided instruction, independent-study opportunities, workshops and seminars, and a variety of learning assessments for students and prospective students. This document describes facets of the center, including its students, curriculum, instruction, faculty, physical facilities, intra-institutional relationships, external relationships, and process. Also included are detailed descriptions of activities and accomplishments of students who received academic support services and/or developmental education provided through the center. Following the descriptive narrative is a progress report on goals for the 1998-99 and 1999-2000 academic years. Appended are faculty performance reports and listings of the professional activities of the faculty and director of the Learning Center. Also attached are sample student evaluation forms concerning programs and services. Tables show the outcomes for students enrolled in developmental reading courses, TASP test performance, and other data detailing the academic experiences of students of South Plains College. (AS)

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**On the Edge of the New Millennium  
The Learning Center  
SOUTH PLAINS COLLEGE  
1998-1999  
ANNUAL REPORT**

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## ABSTRACT

This report contains an overview, describing the Learning Center at South Plains College in Levelland, Texas, during the 1998-99 academic year. The report includes a detailed description of instructional activities, curriculum, faculty, facilities and accomplishments of students who received academic support services and/or developmental education provided through the Learning Center. Following the descriptive narrative is a progress report on 1998-99 goals and goals for the 1999-2000 academic year.

Among the appendices are Faculty Performance Reports and listings of the professional activities of the faculty and Director of the Learning Center. Also attached are the evaluation forms used by the Learning Center to solicit student feedback concerning programs and services. The report also contains numerous tables showing the outcomes for students enrolled in developmental reading courses, TASP Test performance and other data detailing the academic experiences of students at South Plains College.

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# **On the Edge of the New Millennium**

## **The Learning Center**

### **SOUTH PLAINS COLLEGE**

1998-1999

## **Annual Report**

### **Introduction/Aims/Purposes**

The Learning Center is an academic support activity providing reading and learning strategies developmental courses, collegiate instruction in reading and human development, peer-tutoring, computer-aided-instruction, independent-study opportunities, workshops and seminars, and a variety of learning assessments for students and prospective students of South Plains College.

Academic support services enhance all students' chances of success in collegiate courses and provide students with opportunities to improve specific skills before enrolling in college-level courses. In the fall 1998, using *continuous quality improvement* (CQI) processes, the Learning Center examined and reformulated its mission statement. The new mission statement is *to assist students in developing the skills, strategies, and knowledge to perform as confident, independent and active learners, prepared for a lifetime of learning*. With its motto, *Working for you*, the Learning Center typifies the South Plains College commitment to improving each student's life.

Since its inception in the fall of 1980, the purpose of the Learning Center has been to provide assistance to those students who seek specialized services to ensure their success in college, services which exceed those traditionally available on college campuses. These services are consistent with the National Association of Developmental Education's definition of developmental education as "a field of practice and research within higher education with a theoretical foundation in developmental psychology and learning theory. It promotes the cognitive and affective growth of all postsecondary learners, at all levels of the learning continuum." The NADE definition continues to state:

Developmental Education is sensitive and responsive to the individual differences and special needs among learners. Developmental Education programs and services commonly address academic preparedness, diagnostic assessment and placement, affective barriers to learning, and development of general and discipline-specific learning strategies. (NADE, 1996)

With these goals in mind and based on the premise that successful academic support services and academic skills development require the following: a) a talented, versatile, competent, dedicated, qualified and dynamic faculty; b) students with varying demographic characteristics; c) adequate instructional support (including facilities, equipment, materials and supplies, and administration); and d) administrative support, the Learning Center has consistently demonstrated its commitment to evaluate programs and services and to document effectiveness. Such commitment is validated by an independent study of Texas Higher Education Coordinating Board data based on the 1989 TASP-required cohort which found the Learning Center's reading program to be ranked number one in the state in terms of helping students to pass the TASP Test and to continue in college. Moreover, each year the Director of the Learning Center submits the Annual Report to the ERIC Clearinghouse for Community Colleges to become part of that database.

As a hybrid on the college campus, the Learning Center stretches the normal boundaries between academic units and student services. Formal classes with lecture and lab components are taught by fully credentialed faculty following Southern Association of Colleges and Schools and Texas Higher Education Coordinating Board guidelines for academic departments; furthermore, other services such as tutoring, workshops and seminars, and so forth are provided in a fashion similar to the operation of standard student services with a focus on meeting the needs of individual students on a one-to-one or less formal basis.

In the summer 1998, the Learning Center's position within the college's organizational chart was altered. Instead of reporting to the Dean of Students, the Director of the Learning Center now reports to the Dean of Arts and Sciences; however, the Learning Center continues to provide services to all students and faculty on campus, both arts and sciences and technical divisions. The Director of the Learning Center attends meetings of both the Arts and Sciences and Technical Chairpersons.

### ***The Institutional Plan 1997-2001***

An essential feature of program development and evaluation is identifying the crucial elements for measuring program success; the Learning Center measures its performance against the criteria identified by the South Plains College administration in its *Institutional Plan 1997-2001*. Specifically, this Annual Report examines the criteria listed on pages 36-37 of the *Institutional Plan* under the heading *Element Three: Developmental Education*, pages 43-44 under the heading *Instructional Support*, and *Appendix B: Planning Format for Instructional Areas* (pp. 68-69).

### **Element Three: Developmental Education**

*Another element of the purpose is to provide developmental programs designed to assist students who are either underprepared for college (based on a lack of skills or confidence) and who need to develop college success skills. The subject areas addressed by remedial or developmental education are math, writing, and reading. The Texas Academic Skills Program, with its three part-test in these areas, brought new importance to remedial education in Texas.*

*For students who enter remediation, the following objectives are established.*

*Objective One: To have 50% of the students complete the courses in which they enroll (F = completion). p. 36.*

Table 1 below reports on this objective for students who enrolled in developmental reading at South Plains College, the program provided through the Learning Center, in the fall 1998. (The data presented on the following tables are taken from the South Plains College Student Data Files.)

Table 1: Completers in Developmental Reading,  
South Plains College, Fall 1998

	<b>READ 0000 (n = 13)</b>	<b>READ 0100 (n =26)</b>	<b>READ 0310 (n = 100)</b>	<b>READ 0320 (n = 152)</b>	<b>READ 0360 (n = 43)</b>	<b>GRAND TOTAL (n = 334)</b>
<b>Number of students who completed the course</b>	11	21	89	134	41	296
<b>Percent- age</b>	84.6%	80.8%	89.0%	88.2%	95.3%	89%

Table 1 shows that the reading courses taught in the SPC Learning Center have completion rates exceeding by far the institutional objective. In comparison with the fall 1997, the fall 1998 rate is slightly better (88 percent versus 89 percent respectively).



*Objective Two: To have completion rates equal to those of non-remedial students:*

*A. 30% of full-time students receive a degree within three years.*

*B. 15% of part-time students receive a degree within five years.*

*p. 36*

The Learning Center will not have data for verification of this objective for students enrolling in developmental reading in the fall 1997 until fall 2000. Data for fall 1998 will not be available until fall 2001.

*Objective Three: To have fall to spring retention rates equal to those of non-remedial students:*

*A. 70% of full-time students (12 or more SCH);*

*B. 50% of part-time students ( 6 - 11 SCH);*

*C. 35% of part-time students (1 - 5 SCH). p. 36.*

Table 2.1 illustrates the retention performance of students who have successfully completed developmental reading by the designated course completed, taught in the Learning Center in the fall 1998.

Table 2.1: Retention Rates for Students Completing Specific Reading Courses, Fall 1998 to Spring 1999

	<b>Reading 0000</b>	<b>Reading 0100</b>	<b>Reading 0310</b>	<b>Reading 0320</b>	<b>Reading 0360</b>	<b>Total</b>
<b>Number of students successfully completing remediation</b>	<b>11</b>	<b>18</b>	<b>53</b>	<b>102</b>	<b>43</b>	<b>227</b>
<b>Number (Percentage) of students retained from fall to spring</b>	<b>5 (45%)</b>	<b>14 (78%)</b>	<b>47 (89%)</b>	<b>82 (80%)</b>	<b>37 (86%)</b>	<b>185 (81%)</b>

Table 2.1 shows that overall students who satisfactorily completed a remedial reading course were retained at a rate substantially higher than that specified in the strategic plan. However, the data also indicate that Reading 0000 (noncourse-based remediation made available to students as a "last-chance" intervention before being totally withdrawn from classes -- usually due to the lack

of attending a required course) is ineffective in retaining students. Students who completed the course received a PR in the fall 1998, without regard to their exit-level performance. In the spring 1999, Reading 0000 was reorganized and developed by the Director of the Learning Center to provide more structure and monitoring of student progress with a performance measure upon exit. Data from the fall 1999 should provide information as to whether or not the changes implemented in the spring 1999 resulted in greater retention effectiveness and improved student performance.

Table 2.2 below shows the retention for students identified as enrolled full time (12 or more semester credit hours) or part-time (as indicated).

Table 2.2: Retention for Students Completing Reading Courses in Fall 1998 According to Full-Time/Part-Time Status

<b>Enrolled Full-Time (12 SCH or more) (n = 207)</b>	<b>Enrolled Part-Time (11-6 SCH) (n = 20)</b>	<b>Enrolled Part-time (less than 6 SCH)</b>	<b>TOTAL (N = 227)</b>
<b>170 (82%)</b>	<b>15 (75%)</b>	<b>0</b>	<b>185 (81%)</b>

Again, the data from Table 2.2 show that students satisfactorily completing remedial reading courses had retention rates exceeding the performance standards specified in the institutional report.

Table 3 on the following page shows retention data for students completing remedial reading courses in the fall 1997.<sup>1</sup>

<sup>1</sup> This report is being prepared at a point in the spring semester when end-of-semester 1999 grades are not yet available.

Table 3: Retention Data for Students Completing a Remedial Reading Course, Fall 1997

TOTAL (N = 89)	Grade A in Reading (n = 30)	Grade B in Reading (n = 22)	Grade C in Reading (n = 9)	Grade D in Reading (n = 8 )	Grade F in Reading (n = 20)
Mean Number of enrollments <sup>2</sup>	2.57	2.56	1.44	2.25	1.95
Mean GPA <sup>3</sup>	2.80	2.51	2.08	1.68	1.61
Number of Students earning less than 2.0 GPA	0	4	3	6	10
Number of full-time students returning (n = 86)	28	21	9	8	20
Number of part-time students returning <sup>4</sup> (n = 3)	2	1			

Of the 141 students who completed remedial/developmental reading in fall 1997, 89 (63 percent) returned to register in the spring 1998 and many continued to enroll subsequently (as indicated by the number of enrollments data). Institutional data for fall 1997 are not available; however, fall 1996 to spring 1997 data showed that 80 percent (n = 164)<sup>5</sup> of students who received remediation returned to register in the spring versus 75 percent of those who did not receive remediation.<sup>6</sup>

*Objective Four: To have students who complete remediation achieve the following at rates within the normal limits of the rate for all colleges:*

*A. Passing grade in the required college-level course(s).*

<sup>2</sup> Enrollments include summer terms and spring and fall semesters.

<sup>3</sup> Grades for remedial/developmental reading courses are not calculated in cumulative grade point average.

<sup>4</sup> Part-time students were taking 6 – 11 SCH; no students were taking less than 6 SCH.

<sup>5</sup> This number is for all FTIC students receiving any remediation: reading, writing and/or math.

<sup>6</sup> Institutional data reported are for first-time in college (FTIC) students only. The Learning Center data are for every student who took developmental reading in fall 1997 or fall 1998.

- B. A "C" or better average after completing the required college-level course(s).
- C. The required course(s) are for writing, college English; math, college math; reading, after completing college math or English (p. 37).

Data for those students enrolled in remedial reading, fall 1998, and their subsequent performance in college-level English and math courses were not available at the time this annual report was written. However, Table 4 reveals the performance of students who satisfactorily completed remedial reading in the fall 1997 and subsequently enrolled in college-level English and/or math courses in the spring, summer or fall 1998. The data indicate a 90 percent or better success rate on the performance measures specified in the institutional plan.

Table 4: Students Successfully Completing Reading Remediation  
And Subsequent Achievement in English and Math Courses  
(Students completing a remedial reading course, fall 1997)

	<b>Enrolling in a college- level math or English course spring, summer or fall 1998</b>	<b>Earning a passing grade in a college math or English course</b>	<b>Mean grade in the college-level course</b>	<b>Earning a C or better average (2.0 or higher GPA)</b>
<b>Students successfully completing remedial reading</b>	<b>39</b>	<b>35 (90%)</b>	<b>2.3</b>	<b>38 (97%)</b>

Finally, the success of students enrolled in reading courses has traditionally been evaluated in terms of whether or not the students who have completed remediation or skills development who subsequently attempt the TASP Test pass the Reading Test. Table 5 on the following page shows the TASP success rate for those students who enrolled in developmental reading in the fall 1998.

Table 5: TASP Performance for Students Enrolled in  
Developmental Reading, Fall 1998

<b>Course</b>	<b>Successful Course Completion<sup>7</sup></b>	<b>Those Successfully Completing the Course Who Attempted the TASP Reading Test</b>	<b>Passed the TASP Reading Test</b>
<b>READ 0000 (13 enrolled)</b>	11 (85%)	1 (9%)	1 (100%)
<b>READ 0100 (26 enrolled)</b>	19 (73%)	10 (58%)	9 (90%)
<b>READ 0310<sup>8</sup> (100 enrolled)</b>	53 (53%)	22 (42%)	7 (32%)
<b>READ 0320 (152 enrolled)</b>	104 (68%)	54 (52%)	39 (72%)
<b>READ 0360 (43 enrolled)</b>	32 (77%)	21 (62%)	17 (81%)
<b>Grand Total (334 enrolled)</b>	<b>219 (66%)</b>	<b>108 (49%)</b>	<b>73 (68%)</b>

In addition to the data presented in Table 5, is Table 6 which includes English 1313, a college-level reading course. Some students take English 1313 who have narrowly missed passing the TASP Reading Test, scoring within ten points of passing (TASP Reading score 220-229). These students enroll in English 1313 and in READ 0000. Table 6 on the following page shows the data including English 1313.

<sup>7</sup>Earning the grade of A, B, C or D in the course; a grade of B or better is required for students who want to B-out of TASP required remediation.

<sup>8</sup>This is not an exit-level course; students completing this course are *not* advised to take the TASP Reading Test.

Table 6: TASP Performance for Students Enrolled in Reading, Fall 1998

<b>Course</b>	<b>Successful Course Completion<sup>9</sup></b>	<b>Those Successfully Completing the Course Who Attempted the TASP Reading Test</b>	<b>Passed the TASP Reading Test</b>
<b>READ 0000 (13 enrolled)</b>	11 (85%)	1 (9%)	1 (100%)
<b>READ 0100 (26 enrolled)</b>	19 (73%)	10 (58%)	9 (90%)
<b>READ 0310<sup>10</sup> (100 enrolled)</b>	53 (53%)	22 (42%)	7 (32%)
<b>READ 0320 (152 enrolled)</b>	104 (68%)	54 (52%)	39 (72%)
<b>READ 0360 (43 enrolled)</b>	32 (77%)	21 (62%)	17 (81%)
<b>ENGL 1313<sup>11</sup> (23 enrolled)</b>	18 (78%)	11 (61%)	11 (100%)
<b>Grand Total (357 enrolled)</b>	<b>237 (66%)</b>	<b>119 (50%)</b>	<b>84 (71%)</b>

The data presented on Tables 6 and 7 underscore the failure of students enrolled in reading courses to attempt subsequently the TASP Test, especially those in READ 0000. Because in fall 1998, students who completed READ 0000 received a PR grade, they are designated as successfully completing the course; however, retention data and TASP performance indicate that the students were not successful in READ 0000. (Changes to READ 0000 requirements are discussed in other sections of this report.)

<sup>9</sup>Earning the grade of A, B, C or D in the course; a grade of B or better is required for students who want to B-out of TASP required remediation.

<sup>10</sup>This is not an exit-level course; students completing this course are *not* advised to take the TASP Reading Test.

<sup>11</sup>Only two of the students enrolled in this course had not passed the writing part of the TASP Test; both of these students took and passed the TASP Writing Test on November 14, 1998.

The Texas Higher Education Coordinating Board has collected TASP data and analyzed it according to various outcomes. One outcome considered by the THECB is the *quality*<sup>12</sup> of students' TASP scores upon completing remediation. Table 7 following presents data on the range of students' passing scores on the TASP Reading Test.

Table 7: Quality of TASP Reading Test Scores  
For Reading Students, Fall 1998

Course	Successful Course Completion <sup>13</sup>	Those Successfully Completing the Course Who Attempted the TASP <sup>14</sup>	Passed the TASP Reading Test	Range of Passing Scores
Reading 0000 (13 enrolled)	11 (85%)	1 (9%)	1 (100%)	272
Reading 0100 (n = 26)	19 (73%)	10 (58%)	9 (90%)	233-267 (mean = 244)
Reading 0310 (n = 100)	53 (53%)	22 (42%)	7 (32%)	233-250 (mean = 239)
Reading 0320 (n = 152)	104 (68%)	54 (52%)	39 (72%)	233-290 (mean = 251)
Reading 0360 (n = 43)	32 (79%)	21 (62%)	17 (81%)	238-295 (mean = 252)
English 1313.01 (23 enrolled)	18 (78%)	11 (61%)	11 (100%)	233-284 (mean = 263)
<b>Grand Total (N = 357)</b>	<b>237 (66%)</b>	<b>119 (50%)</b>	<b>84 (71%)</b>	<b>(mean = 252)</b>

<sup>12</sup>Quality is measured by the score the student achieves; that is, a score of 230, although passing the TASP Reading Test is viewed as having less quality than a score of 250.

<sup>13</sup>Successful course completion includes all passing grades (A, B, C, and D); a grade of B or better is required before students can attempt to enroll in a restricted course to "B out."

<sup>14</sup>Refers to the reading part of the TASP Test.

Data from the Texas Higher Education Coordinating Board<sup>15</sup> used for 1998 Legislative Budget Board performance funding for Texas public community and technical colleges indicated that over a three-year period, the success of SPC students receiving remediation and passing a third subject ranged from 29.99 percent to 26 percent from 1995 to 1997. These data showed that SPC was the fifth largest recipient of performance-based funding for successful remediation in 1997 among community and technical colleges in Texas. The 1997 success rate for SPC of 26 percent compared very favorably with the statewide average of 15.57 percent.

A "best practices" report for developmental education, required by the 75<sup>th</sup> Texas Legislature and commissioned by the THECB, found that the most successful programs are characterized by an institutional commitment to developmental education, a strong commitment to professional development for instructors and a high level of coordination between courses and services for students. In addition, the report found that most successful programs include regular, systematic evaluation of program outcomes; consistency among course content, TASP skills and college standards; frequent testing; and full-time developmental education faculty. The Learning Center is a good example of these practices put into effect and benefits from the institutional commitment to developmental education at South Plains College.

### ***Instructional Support***

***To support the curriculum and instruction South Plains College establishes the following objectives.***

***Objective One: To provide a variety of facilities and instructional support services which are organized and administered to provide easy access for faculty and student users. This objective will be considered complete when evaluations demonstrate that students and faculty have access.***

***For the most part SPC takes a decentralized approach to providing this type of service. Laboratories, audiovisual equipment, and equipment for the projection of computer output, are funded and distributed through departments and departmental budgets. Audiovisual services for students are centralized in the library. Duplication services are provided in the one copy center on the Levelland campus and in the library at other locations. The Main Street Lubbock location (Student Academic Center/Basic***

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<sup>15</sup> The data were taken from THECB CBM002 and TASP Score Reports.



***learning skills centers. Each of these provides reading and learning strategies, instruction in basic skills, peer-tutoring, computer-aided instruction, and opportunities for independent-study.***

***The Learning Center (Levelland campus) establishes the following objective:***

***Objective Two: To provide reading and learning strategies development courses, collegiate instruction in reading and human development, peer-tutoring, computer-aided instruction, independent-study opportunities, workshops and seminars, and a variety of learning assessments for students and prospective students so that evaluations using data from the following sources (student demographics and numbered served data, student performance on the TASP Reading Test, GPA at SPC) indicate success. (pp. 43-44)***

The Learning Center on the Levelland campus offers courses in developmental reading and learning strategies. In the fall 1998, enrollment in developmental reading courses increased by more than one hundred students, dictating a need for more sections (with an additional section of READ 0320 and READ 0360 offered). [See Table 8 for enrollment comparisons, fall 1996, 1997, and 1998.]

Table 8: Course Enrollments, Fall 1996, 1997, and 1998

	Fall 1996	Fall 1997	Fall 1998
<b>READ 0000</b>	14	26	13
<b>READ 0100</b>			29
<b>READ 0300</b>	14	1	0
<b>READ 0310</b>	67	68	99
<b>READ 0320</b>	65	83	150
<b>READ 0360</b>	40	19	44
<b>ENGL 1313<sup>16</sup></b>	13	19	23
<b>ENG 038<sup>17</sup></b>	32	29	0
<b>SUBTOTAL (for READING)</b>	<b>245</b>	<b>245</b>	<b>358<sup>18</sup></b>
<b>HUDV 1300</b>	88	80	72
<b>TOTAL</b>	<b>333</b>	<b>325</b>	<b>430<sup>19</sup></b>

In spring 1999, ten sections of developmental reading and two TASP preparation lab classes were offered. In the fall semester, four sections of the college success course (Human Development 1330) were offered with three sections offered in the spring 1999. [See Table 9 for the fall 1998 and spring 1999 course enrollments.]

<sup>16</sup> In fall 1996 and 1997, this course was READ 1301.

<sup>17</sup> English 038 was discontinued after fall 1996.

<sup>18</sup> 46 percent increase over fall 1997 enrollment in reading.

<sup>19</sup> 32 percent increase over fall 1997 total enrollment.

Table 9: Fall 1998 and Spring 1999 Course Enrollments

	<b>Fall 1998</b>	<b>Spring 1999</b>
<b>READ 0000</b>	13	4 <sup>20</sup>
<b>READ 0100</b>	29	23
<b>READ 0300</b>	0	2
<b>READ 0310</b>	99	49
<b>READ 0320</b>	150	129
<b>READ 0360</b>	44	53
<b>ENGL 1313</b>	23	0
<b>SUBTOTAL (for READING)</b>	<b>358<sup>21</sup></b>	<b>260<sup>22</sup></b>
<b>HUDV 1300</b>	72	70
<b>TOTAL</b>	<b>430<sup>23</sup></b>	<b>330<sup>24</sup></b>

Faculty incorporated new technologies into the curriculum, adding Internet assignments and projects and utilizing PowerPoint presentations in the classroom. A computer with an Internet connection and a 30-inch screen television became a fixture of classroom 302. All classes capitalized on the resources made available for instruction through the Internet.

Learning Center faculty also offered 22 Success Seminars in the fall and 20 in the spring covering an array of study skills and personal development topics. Topics included test-taking, notetaking, time-management, memory

<sup>20</sup> Based on 12<sup>th</sup> day enrollment totals; the enrollment was 0 since students should not enroll in noncourse-based remediation until AFTER the 12<sup>th</sup> class day; eventually 4 students enrolled in READ 0000 but none of them completed the noncourse.

<sup>21</sup> a 46 percent increase in reading enrollments in fall 1998 compared to fall 1997.

<sup>22</sup> a 38 percent increase in reading enrollments in the spring 1999 compared to spring 1998.

<sup>23</sup> an overall 32 percent increase in fall 1998 enrollments compared to fall 1997.

<sup>24</sup> an overall 32 percent increase in enrollments in spring 1999 compared to spring 1998.

development, and specific study strategies for particular content-areas, for just a few examples. In addition, Dr. Gail Platt, the Director of the Learning Center, provided four hours of study skills training each semester to students in the Associate Degree Nursing Program, in addition to making presentations to anatomy and physiology classes.

An independent-study lab with text materials and computer support covering a full curriculum of basic skills instruction, computerized skills assessments with applications to college academic success and TASP review and preparation were also provided through the Learning Center. In the fall 1998, 235 individual students made 3,871 recorded visits to the independent-study lab on the third floor of the library building whereas 1,519 individual students made 16,179 recorded visits to the second floor PC lab.

In addition, the Learning Center offered peer tutoring in most subjects offered at the college, with tutors referred by departmental faculty. The Learning Center is also a College Reading and Learning Association Level I National Certification Training Program. In the 1998-99 academic year, eight tutors completed the training requirements to receive national certification. In the fall 1998, tutors provided 360 individual students with 1,773 direct tutoring sessions.

To summarize, 2,283 (unduplicated count) students were served by the Learning Center in the fall 1998. Of these students, 54 percent were academic-transfer majors, 43 percent were technical majors, and 3 percent were undecided or undeclared majors or nonstudents. Over 24,288 contacts were recorded in the areas of tutoring, independent-study lab, computer lab, courses, workshops and seminars, individual counseling and academic advisement, and outreach services to potential students. This is an increase of 10,878 contacts (181 percent) compared to fall 1997.

### ***Planning Format for Instructional Areas (Institutional Plan 1997-2001, p. 68)***

The Introduction/Aims/Purposes of the Learning Center are described on pages 1 - 2 of this Annual report. Following are the responses to items II. Students (Profile), III. Curriculum, IV. Instruction, V. Faculty/Staff, VI. Physical Facilities, VII. Intra-institutional Relationships, VIII. External Relationships, IX. Impact of Process, and X. Planning (***Institutional Plan 1997-2001***, pp. 68-69).

Student data used to measure effectiveness include demographic information and statistics on the numbers of students served in each of the Learning Center's service areas. The complementary areas of curriculum and instruction are measured in terms of their effectiveness in preparing students for success (that is, in terms of student performance on the TASP Reading Test, grade point average at South Plains College and retention, including whether or not the student enrolled for subsequent semesters at SPC). Faculty are

assessed on the basis of their qualifications, credentials, and professional development. Physical facilities are assessed by the faculty and the students (in surveys and questionnaires). Inter-institutional and external relationships are judged in terms of quantity (for example, events and activities) and quality (such as formal feedback from evaluation forms or letters).

## **Students**

Effective as of January 1999, 24,288 student contacts were recorded by the Learning Center for the fall 1998 semester for 4,044 students (2,283 unduplicated count). Services were provided to 1,196 students through the freshman orientation program; workshops and seminars were provided to 330 students; and peer tutoring was provided to 360 students. Independent labs provided 1,754 students with 20,050 contacts while 78 students accounted for more than 359 office visits for professional tutoring and/or academic counseling. Outreach services were provided to 24 prospective students in 267 contacts. Forty-one percent of the students served were recipients of more than one service provided through The Learning Center. In sum, the Learning Center saw a 181 percent increase in students contacts in the fall 1998 compared to the fall 1997. The increase is attributed in large part to the addition of the 70-station PC lab on the second floor of the library. Although there were decreases in the number of students participating in orientation seminars, success seminars, and tutoring, there was a dramatic increase in the number of students who took advantage of the independent-learning opportunities available in the labs. [See page 37 following references for the Learning Center's 1998-1999 contact statistics report.]

An area of concern for the Learning Center regarding SPC students is the success of the reading curriculum in preparing students for TASP success and, beyond TASP, classroom success. Official TASP data indicate that SPC students as a group perform very poorly on all parts of the TASP Test. For example, for baseline comparisons, 45.5 percent of 134,814 students enrolling in Texas public colleges and universities passed all parts of the TASP Test on their first attempt during the 1995-96 academic year. Overall, 43.1 percent passed all parts of the test with 70.1 passing the reading test, 53.4 percent passing the math test and 76 percent passing the writing test. Comparing data from the November 1998 and January 1999 TASP Test scores sent to South Plains College to these statewide results, SPC students pass the test at significantly lower rates as indicated on the following table.

Table 10: TASP Scores, South Plains College,  
November 1998 and January 1999

	<b>TASP Reading 230 Score for passing</b>	<b>TASP Math 230 Score for passing</b>		<b>TASP Writing 220 Score for passing with a 5 on the writing sample</b>
<b>January 1999</b>	n = 200	n = 232		n = 142
		Passing (score 230 or higher)	College algebra readiness (score 270 or higher)	
	52% (103)	36% (84)	2% (4)	64% (91)
<b>November 1998</b>	n = 464	n = 592		n = 320
	55% (256)	42% (242)	2% (11)	67% (213)

## Curriculum

In the fall 1998, no curriculum changes were submitted to the Curriculum Committee by the Learning Center. However, fall 1998 saw the first Reading 0100 offerings for students who had taken the official TASP Test, completed satisfactorily the recommended reading curriculum, but were required to remain in developmental reading for TASP compliance and to demonstrate the desired competencies in reading. Data collected from the fall 1998 indicate that this offering was a success in terms of meeting students' needs (enrollment) and in helping them pass college courses and the TASP Reading Test.

Faculty in the Learning Center continuously evaluate curriculum, developing programs and implementing strategies to meet the needs of learners. In the spring 1999, the Director of the Learning Center developed and offered a section of READ 0300 for students who scored in the first percentile on the

alternative placement test. As described earlier in this report, the Director of the Learning Center also revised the READ 0000 offering to provide students with more structure, feedback, and performance requirements.

As in the 1997-98 academic year, the Learning Center faculty continued their involvement in First Week activities. In the fall, the Director of the Learning Center conducted a session at New Faculty Orientation, showing a PowerPoint presentation on Learning Center services, the TASP Test, and information for successful advisement; the same presentation was used for the Student Assistance Center Advisory Committee meeting in August.

Also in regard to curriculum development, the Learning Center faculty developed a proposal for an integrated law enforcement/reading and learning strategies course to be team-taught by law enforcement and reading faculty in response to a request from Chairman George Lawless. The proposal was presented to Technical Dean Marla Cottenoir.

The Learning Center also conducted a number of follow-up studies to determine the role of reading in student academic success in the college-level curriculum at South Plains College. With the support of the Chair of the Communications Department, the Director of the Learning Center examined data showing students' TASP status and course grades in speech classes (required in many degree plans). The tables following (Tables 11.1 and 11.2) show the results of this analysis. Table 11.1 showed that students who failed the TASP Reading Test were almost twice as likely to fail speech as students who passed the TASP Reading Test. The data also gave weight to the argument that simply taking the TASP Test – whether passing or failing – increases one's chances of success in college speech courses.

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Table 11.1: TASP Reading Test Effects on  
Passing or Failing Speech Courses

	<b>Passing TASP Reading Test (score 230 or higher) n = 561</b>	<b>Not Passing TASP Reading Test (score below 230) n = 133</b>	<b>Exempt from TASP<sup>25</sup> n = 91</b>	<b>No TASP Test information available n = 129</b>
<b>Made A Passing Grade (A, B, C, D)</b>	83%	65%	84%	26%
<b>Failed to Make a Passing Grade (F, X, W)</b>	17%	35%	16%	74%

Table 11.2: TASP Reading Test Effects on  
Grade Distribution in Speech Courses

<b>Course Grade in Speech</b>	<b>Passing TASP Reading Test ( n = 561)</b>	<b>Not Passing TASP Reading Test (n = 133)</b>	<b>Exempt from TASP (n = 91)</b>	<b>No TASP Test Information (n = 129)</b>
<b>A</b>	26% (146)	1% (2)	53% (48)	0
<b>B</b>	39% (219)	22% (30)	23% (21)	8% (10)
<b>C</b>	15% (85)	30% (40)	6% (5)	10% (14)
<b>D</b>	3% (18)	12% (15)	2% (2)	8% (10)
<b>F</b>	6% (34)	12% (16)	3% (3)	40% (51)
<b>X</b>	3% (14)	9% (12)	2% (2)	6% (8)
<b>W</b>	8% (45)	14% (18)	11% (10)	28% (36)

<sup>25</sup> Exempt by virtue of scores on ACT, SAT, TAAS, or grandfathered (having earned 3 SCH before fall 1989).



Table 11.2 shows that students who fail the TASP Reading Test are twice as likely to make F's and three times more likely to be withdrawn administratively than students who pass the TASP Reading Test. On a more positive note, however, students who pass the TASP Reading Test are 26 times more likely to make an A in speech; although students who fail the TASP Reading Test may pass the course, they are very unlikely to make A's. The most important finding, however, may be the importance of simply taking the TASP Test as a placement tool. Students who took and failed the TASP Reading Test were three times more likely to make an A or B in speech than those who did not take the TASP; moreover, those who did not take TASP were three and a half times more likely to receive an F in speech and twice as likely to receive X's and/or W's.

For the first time in the fall 1998, all students were assessed for reading, writing and math skills to determine their correct placement within the college curriculum with enrollment in certain government, history and psychology courses restricted to those who passed the TASP Reading Test. The Director of the Learning Center conducted a survey of faculty (See Table 12 following for the results.) and collected data on student performance in those courses (See Tables 13-15.).

Table 12: Faculty Survey Results Concerning "Restricted Courses" (requiring a passing score on the TASP Reading Test for enrollment), Fall 1998

Faculty teaching "reading restricted" <sup>26</sup> courses at South Plains College Levelland were surveyed at the end of the fall 1998 semester to determine if they perceived any difference in the academic preparation of their students and students' course performance as a result of the restricted status conferred on their courses in the fall 1998. The table below shows the responses from faculty teaching government, history and psychology courses at South Plains College Levelland. Twelve faculty responded to the survey from the 13 surveys distributed (92% return rate).	
Survey Items <sup>27</sup>	Mean
1. I found my students were better prepared this semester.	2.17
2. I assigned more readings this semester.	1.33
3. Student attendance was better this semester.	1.83
4. Fewer students withdrew from my courses because of failure.	2.08
5. My courses are reading intensive.	4.17
Comments: <ul style="list-style-type: none"> <li>• <i>Some slight improvement. Out of 6 classes only one was impossible to reach. Usually 2 or 3 are difficult due to immaturity or their sheer hatred of school. Immaturity &amp; short attention spans are still the biggest problems.</i></li> <li>• <i>Worse! <u>More</u> dropped!</i></li> <li>• <i>I also noticed significantly <u>fewer</u> very low test scores (40 points &amp; below out of 100 points). However, advising has really been complicated by the TASP restrictions.</i></li> <li>• <i>The grade profile for general psychology (the restricted course) was only slightly better, but the class attitude was <u>very</u> different. Most students seemed to enjoy the class and look forward to the lectures. The human growth and development classes (unrestricted) always seemed more highly motivated and interested than the general psychology students. Maybe this reflects the content. I did not require more reading this semester, but I did require more writing and the quality was better than in the past.</i></li> <li>• <i>I honestly saw no difference in motivation, attendance, grades, etc. It was disappointing, but perhaps my experiences are idiosyncratic.</i></li> </ul>	

Initially, only a sampling of courses was examined for the effects of restricted status; however, upon suggestion from a member of the Student Assistance Center Advisory Committee, all sections of the affected government, history and psychology courses were analyzed, using data from the fall 1997 semester to compare with fall 1998. Table 13 below shows the course

<sup>26</sup> "Reading restricted" courses are those courses identified by the Texas Higher Education Coordinating Board as being "reading intensive" and requiring that students who enroll in those courses have passing scores on the TASP Reading Test, a score of 230.

<sup>27</sup> Respondents were asked to rate their responses on a five-point Likert scale with 1 indicating no difference and 5 indicating a big difference. Item 5 required a response of 1 for disagree with 5 for agree.

semester to compare with fall 1998. Table 13 below shows the course performance of students enrolling in Government 2301 before restricted status was conferred (fall 1997) and in the fall 1998, after the course was restricted for only those who had taken and passed the TASP Reading Test (or the alternative test, or were exempt from TASP). TASP reading scores, alternative test scores and exemptions are not taken into consideration in the presentation of these data. In both semesters, 27 sections were included in the analysis.

Table 13: Student Performance in Government 2301 Before and After Restrictions Were Implemented, Fall 1997 and Fall 1998

	Passing the course (earning grades of A, B, C, or D)		Failing the course (earning grades of F, X, or W)		
<b>Fall 1997</b> (n = 554)	336 students (61%)		218 students (39%)		
	<b>A's</b>	<b>B's</b>	<b>F's</b>	<b>X's</b>	<b>W's</b>
	57 (10%)	135 (24%)	48 (9%)	44 (8%)	126 (23%)
<b>Fall 1998</b> (n = 457)	<b>Passing the course</b>		<b>Failing the course</b>		
	296 (65%)		162 students (35%)		
	<b>A's</b>	<b>B's</b>	<b>F's</b>	<b>X's</b>	<b>W's</b>
	48 (5%)	89 (19%)	37 (8%)	22 (5%)	103 (22%)

Table 13 shows that restricting the course slightly improved pass rates (from 61 percent to 65 percent, respectively).

Table 14 on the following page shows the course performance of students enrolling in History 1301 before restricted status was conferred (fall 1997) and in the fall 1998. TASP reading scores, alternative test scores and exemptions are not taken into consideration in the presentation of these data. In both semesters, all sections of History 1301 were included in the analysis.

Table 14: Student Performance in History 1301 Before and After Restrictions Were Implemented (Fall 1997 and Fall 1998)

	Passing the course (earning grades of A, B, C, or D)		Failing the course (earning grades of F, X, or W)		
<b>Fall 1997 (n = 923)</b>	493(53%)		430 (47%)		
	<b>A's</b>	<b>B's</b>	<b>F's</b>	<b>X's</b>	<b>W's</b>
	68 (7%)	145 (16%)	117 (13%)	75 (8%)	238 (26%)
<b>Fall 1998 (n = 738<sup>28</sup>)</b>	Passing the course		Failing the course		
	478 (65%)		259 (35%)		
	<b>A's</b>	<b>B's</b>	<b>F's</b>	<b>X's</b>	<b>W's</b>
	80(11%)	167 (23%)	75 (10%)	33 (4%)	28 (20%)

Restricting access to History 1301 to only those students who had passed the TASP Reading Test appeared to have a significant positive affect on student performance. The data shown in Table 14 indicate that 12 percent more of the students were able to pass history when the course was restricted versus when the course was not restricted. In addition, after the course became restricted, 34 percent of the students earned A's or B's compared to 23 percent who earned A's or B's when the course was not restricted.

Table 15 on the following page shows the course performance of students enrolling in Psychology 2301 in fall 1997 and in fall 1998. TASP reading scores, alternative test scores and exemptions are not taken into consideration in the presentation of these data. All sections of Psychology 2301 were included in the analysis.

<sup>28</sup> One student received an "I" in History 1301, fall 1998; this student is not included as passing or failing.

Table 15: Student Performance in Psychology 2301 Before and After Restrictions Were Implemented (Fall 1997 and Fall 1998)

	Passing the course (earning grades of A, B, C, or D)		Failing the course (earning grades of F, X, or W)		
<b>Fall 1997</b> (n = 440)	315 (72%)		125 (28%)		
	<b>A's</b>	<b>B's</b>	<b>F's</b>	<b>X's</b>	<b>W's</b>
	88 (20%)	71 (16%)	54 (12%)	18 (4%)	53 (12%)
<b>Fall 1998</b> (n = 370)	<b>Passing the course</b>		<b>Failing the course</b>		
	257 (69%)		113 (31%)		
	<b>A's</b>	<b>B's</b>	<b>F's</b>	<b>X's</b>	<b>W's</b>
	49 (13%)	90 (24%)	43 (12%)	17 (5%)	53 (14%)

The data indicate that restricting enrollment in Psychology 2301 did not result in greater academic success for students.

Since restricting enrollment in history to students who had passed the TASP Reading Test appeared to make a significant difference in student success, but restricting enrollment in government had only a slight benefit and restricted enrollment in psychology appeared to have no benefit, it might be interesting to examine the reading requirements of the courses. The data suggest that reading is more fundamental to success in history, than in government or psychology courses.

All Learning Center faculty continued to gain expertise using PowerPoint presentation software for creating classroom presentations. Faculty also began exploring the use of HTML authoring software and Web Page design products. Faculty now have Internet access in their offices and in third-floor classrooms; although only one computer and one big screen television is available for presentations. All instructors have incorporated web-based information and assignments into their teaching.

## Instruction

The reading faculty in the Learning Center are all experienced teachers with tenure. They select from a myriad of activities to challenge learners and engage them in learning. By attending professional meetings and conferences, reading widely in their fields, and staying abreast of instructional innovations, the faculty in the Learning Center are continuously revising and adapting materials and instruction to meet the needs of individual learners.

Instruction in learning strategies is developed to correspond to TASP reading skills, the collegiate curriculum and the academic standards of South Plains College. Students receive a syllabus and policy statement on the first or second class meeting, describing course content, specifying learning outcomes, and explaining class format and requirements. Teachers use spreadsheets and computer grade books to provide students with progress reports on a weekly or bi-weekly basis. Whenever a student has a question, he or she is encouraged to visit the professor during office hours to get assistance and/or information.

Instruction is evaluated on the basis of several measures. One of these is teacher evaluation. Because the faculty in the Learning Center all are tenured, they did not elect to participate in the standard evaluation process in the fall 1998. Instead, the Learning Center conducted its own student evaluation of instruction, following procedures similar to those of the standard evaluation process. Faculty were asked to select one class to be evaluated and the Director of the Learning Center selected a second class; faculty, however, could select more classes to be evaluated if desired. The instrument was developed through consensus and asked the students to respond (using a letter-grade system ranging from A to F) to six items grading the faculty. [Attachment 1 to this report is a copy of the survey instrument.] The same procedures were followed in reading standard instructions to students regarding the confidentiality of their responses and the Learning Center's commitment to providing students with quality instruction. Table 16 on the next page shows the results of this in-house assessment.

Table 16: Fall 1998 Student Evaluation of Instructors

Items	GRADE (4.0 SCALE)		
	Teacher 1 (n = 38)	Teacher 2 (n = 74)	Teacher 3 (n = 34)
Item 1. Does the instructor treat you with respect (e.g., is patient, treats you as an adult)?	3.74	3.38	2.91
Item 2. Does the instructor seem to know what s/he is talking about?	3.50	3.42	3.00
Item 3. Is the instructor available for extra help?	3.63	3.30	2.94
Item 4. Are the tests and quizzes fair (e.g., are they graded fairly and do they cover what you have read or talked about in class)?	3.24	3.31	3.29
Item 5. Do you need to read the textbook(s) to do well in class?	3.11	3.16	2.79
Item 6. What is your overall grade for this instructor?	3.53	3.28	3.27
MEAN	3.46	3.31	3.03

Table 16 shows that faculty “earned” a B or better grade from their students in the fall 1998.

Instructors in the Learning Center also used a variety of classroom assessment tools and techniques to evaluate teaching effectiveness. For an example of a classroom assessment tool, please refer to Attachment 2. Faculty explore student responses to instruction in an effort to continually improve the educational process and their own teaching methodologies.

Another tool for assessing the effectiveness of instruction in the Learning Center is the collection and analysis of TASP data indicating the success of students who enroll in reading courses; some of the data have been reported previously in this report. Student outcomes data for the spring 1999 semester have not yet been collected and analyzed; however, section-by-section data collected from the fall 1998 semester for exit-level remedial reading courses (READ 0100, 0320, 0360 and ENGL 1313) are reported in Table 17.

**Table 17: Reading Course Completion and TASP  
Success Rates Fall 1998**

<b>Course</b>	<b>Successful Course Completion<sup>29</sup></b>	<b>Those Successfully Completing the Course Who Attempted the TASP<sup>30</sup></b>	<b>Passed the TASP Reading Test</b>
<b>Reading 0100.01</b> (13 enrolled)	11 (85%)	1 (9%)	1 (100%)
<b>Reading 0100.02</b> (15 enrolled)	11 (73%)	5 (45%)	4 <sup>31</sup> (80%)
<b>Reading 0320.01</b> (28 enrolled)	20 (71%)	8 (40%)	7 <sup>32</sup> (88%)
<b>Reading 0320.02</b> (23 enrolled)	17 (74%)	8 (47%)	5 <sup>33</sup> (63%)
<b>Reading 0320.03</b> (27 enrolled)	20 (74%)	8 (40%)	6 <sup>34</sup> (75%)
<b>Reading 0320.04</b> (28 enrolled)	15 (54%)	11 (73%)	6 <sup>35</sup> (55%)
<b>Reading 0320.05</b> (29 enrolled)	19 (66%)	10 (53%)	7 <sup>36</sup> (70%)
<b>Reading 0320.06</b> (17 enrolled)	13 (76%)	9 (69%)	8 <sup>37</sup> (89%)
<b>Reading 0360.01</b> (17 enrolled)	14 (82%)	9 (64%)	7 <sup>38</sup> (78%)
<b>Reading 0360.02</b> (26 enrolled)	20 (77%)	12 (60%)	10 <sup>39</sup> (83%)
<b>English 1313.01</b> (23 enrolled)	18 (78%)	11 <sup>40</sup> (61%)	11 (100%)

<sup>29</sup> Successful course completion includes all passing grades (A, B, C, and D); a grade of B or better is required before students can attempt to enroll in a restricted course to "B out."

<sup>30</sup> Refers only to the reading part of the TASP Test; passing the test requires a score of 230 or higher.

<sup>31</sup> The one student who attempted the test and did not pass made an A in the course and scored 213 on the test.

<sup>32</sup> The one student who attempted the test and did not pass made an A in the course and scored 217 on the test.

<sup>33</sup> Three students attempted the test and did not pass; one student made a B in the score and scored 225 on the test while the other two made C's in the course and scored 225 and 217 respectively on the test.

<sup>34</sup> Two students did not pass the test; one made an A in the course and scored 218, the other made a C in the course and scored 226.

<sup>35</sup> Three of the students who did not pass the test made B's in the course and scored 217, 212 and 192, respectively on the test. A student making a C in the course scored 206 and one making a D scored 226.

<sup>36</sup> Two students making C's in the course scored 225 on the test and one student making a D scored 208.

<sup>37</sup> The one student not passing the test made an A in the course and scored 226 on the test.

<sup>38</sup> Two students did not pass the test; one made an A in the course and scored 213, the other made a C in the course and scored 203.

<sup>39</sup> Both students not passing the test made B's in the course and scored 212 and 208 on the test, respectively.

<sup>40</sup> Only 2 students in this course had not passed the TASP Writing Test; they both took and passed the Writing Test on November 14, 1998.



Retention and remediation data from the THECB (fall 1996) also demonstrated that full-time first-time-in-college (FTIC) students who received remediation in the fall 1996 and returned in spring 1997 were retained at higher percentages than those students who did not need remediation (80 percent versus 75 percent with a state average of 77 percent versus 75 percent). These data were reported by the THECB for technical students.

In addition to traditional measures of instruction, the Learning Center also conducted a survey of the new PC lab. [For a copy of the survey, refer to Attachment 3.] The results of the survey are presented in Table 18 below.

Table 18: The Learning Center Computer Lab Survey,  
Spring 1999 (n = 89)

Survey Items	Rating <sup>41</sup>			
1. Grade the accessibility of computers in the computer lab. Is a computer available when you need it?	3.81			
2. Grade the quality of assistance you receive in the computer lab. Is someone available to help you and answer your questions?	3.63			
3. Grade the value of the computer lab to your student work and experience. Do the computers help you get your work done?	3.60			
4. Overall, grade the computer lab. What grade would you give to the computer lab?	3.73			
Items 5 and 6 required students to check items to indicate their response.				
5. How often do you visit the computer lab?	Once a week	Twice a week	More than twice weekly	
	20%	20%	60%	
6. Check each blank that describes how you use the lab.	Inter-net	MS Office	Course Soft-ware	Library Re-search
	94%	73%	17%	45%

<sup>41</sup> Students were asked to respond to items with a letter grade, A, B, C, D or F, constituting a 4.0 grading system.

The data presented in Table 18 show the very high rating given to the accessibility of computers and overall satisfaction with the PC Lab. In regard to accessibility, 96 percent of the survey respondents gave the lab an A or B grade. In regard to assistance in the lab, 95 percent of the respondents gave grades of A and B. When asked about the value of the computer lab to student work and experience, 89 percent of those surveyed responded with a grade of A or B. Finally, when asked to give an overall grade, 97 percent of the respondents indicated a grade of A or B. The majority of respondents indicated that they visited the PC Lab more than twice weekly. Although 94 percent of those surveyed indicated that they used the Internet when they visited the lab, 73 percent reported that they used Microsoft products (the lab has MS Office Suite), and 45 percent said they were involved in library research.

Although the overall response to the PC Lab survey was very positive, the data show "quality of assistance" to be the lowest rated item. With approximately 300 students per day visiting the PC Lab, it is very difficult for Ms. Marsh and two student assistants to provide all the assistance that is requested and needed.

Assessment of components within the purview of the Learning Center has identified some significant issues for the Learning Center in regard to instruction. These include (1) the proper placement of students into developmental courses on the basis of TASP scores; (2) the continuance of students in remediation until the TASP Test is passed; (3) the appropriateness of TASP Test standards to ensure readiness for college-level instruction; and (4) the importance of administrative support for assessment, placement, advisement, and remediation effectiveness. These items (except for item 3) can be addressed through the cooperative and informed efforts of faculty, advisors, administrators, and students. Changes to TASP in the fall 1998 had some bearing on items 1, 2, and 4; for example, the state requirement that all students receive placement testing before entering college provided important information for correct and accurate placement. Instructors reported that advisors did a very good job of placing students correctly in the reading curriculum in the fall 1998 and spring 1999. Also, the requirement that students pass the TASP Reading Test before enrolling in "core" classes (such as government, history and psychology) stressed to them the importance of reading skills; that they could exercise a "B-out option"<sup>42</sup> motivated them to perform well in their developmental courses and in the core curriculum.

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<sup>42</sup> The "B-out" option refers to the opportunity students have if they succeed in appropriate developmental courses but fail to pass the pertinent part of the TASP Test, they can enroll in a core class and -- if they earn a B in the class -- they can satisfy their TASP requirements.

## Faculty

Faculty in the Learning Center are assessed by (a) exceeding the SACS criteria and possessing identified skills and competencies at the time of employment; (b) providing documentation of professional development activities; and (3) student evaluations (both formal and informal assessments). (NOTE: Student evaluations, also used to evaluate instruction, are described in that section of this report.)

For specific information on each of the faculty employed in the Learning Center, please refer to the Faculty Performance Reports attached to this document (Appendices A – D). Specifically, Ms. Glenda Shamburger was promoted to the rank of Associate Professor of Reading in 1999 and Ms. Martha Marsh was hired to be lab instructor and manager of the Learning Center PC lab. Ms. Marsh has also assumed responsibility for creating and maintaining the Learning Center web site. All three reading faculty employed in the Learning Center are tenured. All professional employees in the Learning Center possess Master's degrees and teaching credentials to satisfy Southern Association of Colleges and Schools criteria for teaching college-transfer courses.

In general, faculty in the Learning Center are involved in a wide-range of professional activities. In addition to their regular teaching load, they are open to new teaching experiences and professional development opportunities. Faculty are most eager to participate in Distance Learning ventures and providing students with instruction on using the Internet as they improve their own skills and increase their own comfort levels with new technologies. In addition, the Director of the Learning Center and Anne Solomon, Assistant Professor of Reading, participated in the Tech Prep "Get Real" project in the summer of 1998 and have been selected to participate in a similar project in the summer of 1999.

The Learning Center faculty also assume considerable responsibility for their own professional development by attending conferences and the professional development of colleagues by presenting at conferences and preparing activities for SPC faculty. Dr. Platt was an invited, featured presenter at two institutes at the CASP Conference in Dallas in October 1998 and Ms. Solomon was an invited, featured presenter at a separate institute. Dr. Platt made three presentations at the CRLA National Conference in Salt Lake City in November 1998 and Ms. Marla Turrentine, Assistant Professor of Reading, made one presentation. Dr. Platt also was invited and made a special section presentation at the TCCTA State Convention in Houston in February 1999. Professionals in the Learning Center continue to submit proposals to present at professional conferences in the 1999-2000 academic year. Ms. Glenda Shamburger will be participating in the Phoenix Institute's Developmental

Educators Exchange in late May 1999. Moreover, at their own expense, Ms. Shamburger attended the CRLA Conference, and Ms. Turrentine attended the TCCTA State Convention to participate in professional activities.

### **Physical Facilities**

Facilities and equipment are assessed by the Director of the Learning Center, the faculty and students. Some requested aesthetic changes are pending the remodeling of the facility in the spring 2000 when student services offices will be located in another building.

Basically, the faculty are excited about the availability of technology in the Learning Center, evident through the new 70-station PC lab with a classroom available for reading faculty and students, the use of PowerPoint software, multimedia computers, and the big screen television with Internet access in the classrooms. Faculty have been very pleased with on-line services in their offices to assist with student advisement, student and professional use of the Internet, and e-mail.

In light of the new PC classroom facility, there is a need for updated software to allow the full-curriculum academic skills CAI system to be available to students in a Windows platform in the new facility. This software and a linking system which will allow instructors to control student use of computers in the classroom have been requested in the 1999-2000 budget for the Learning Center.

### **Intra-institutional Relationships**

The South Plains College library and the Learning Center have a long-established tradition of mutual interest and support. The library is most responsive to requests for the procurement of special materials for professional development and student development and enrichment. With the added resources of technology such as the Internet, the Learning Center relishes opportunities for further interaction and cooperation with the staff of the library. The opportunity to work with Dana Pearson, Director of the Library, has been a very positive feature of the 1998-99 academic year.

In contrast to the 1997-98 Annual Report which reported inadequate faculty access to the Internet and other on-line technologies along with inadequate student access to technologies, present access to technology is superior. In fact, faculty in the Learning Center find themselves in an enviable position, especially with the hoped-for acquisition of new Windows-based software for student academic skills development.

Relationships with those in the business office and those in charge of federal funds are cordial and efficient. Requests for information are quickly and efficiently met.

Two professionals from the Learning Center (Anne Solomon and Gail Platt) participated in Tech-Prep summer projects. Marla Turrentine has served as a special advisor/sponsor for SPC Athletics and Ms. Turrentine and Dr. Platt both served as workshop mentors for the Athletic Department. Ms. Turrentine and Ms. Solomon frequently eat lunch with faculty in other departments, and they both have invited instructors from other departments to speak to students in the College Success Course. Ms. Solomon serves as a Senator to the SPC Faculty Senate.

Administrative support is most appreciated. The Learning Center also enjoys a rich history of intricate workings with the Counseling Center and the Dean of Student Services Office which, as of summer 1998, also includes the Vice-President of Student Services' office. Dr. Platt is a regular speaker at Freshman Orientation and teaches a fall section of orientation for the Counseling Center. It is hoped that this strong relationship will in no wise be jeopardized when these personnel move into their new facility in the fall 1999. Faculty in the Learning Center are most appreciative of the support of the Vice-President of Student Services and the personnel in that office who are supportive of academic activities and services for students.

### **External Relationships**

Since the premise upon which the Learning Center was established is that all students can benefit from academic support services, the Learning Center does not recruit particular students, but, rather, publicizes its services and activities to all students recruited to the campus by particular departments and programs. Services are publicized through freshman orientation programs, brochures, flyers and posters describing services available, divisional meetings, activities of the Student Assistance Center Advisory Committee, interactions with student groups and clubs, the SPC College Catalog and interactions with community organizations.

The Director of the Learning Center and the faculty are routinely contacted by area businesses and organizations to develop and provide training programs and presentations. Often, the faculty in the Learning Center are contacted by the Dean of Continuing Education to respond to a business or community need.

All professionals in the Learning Center are active in professional educational organizations, representing the college at professional conferences and meetings. The Director of the Learning Center also serves as the campus

representative for the Texas Community College Teachers Association. Ms. Solomon and Dr. Platt are active with the Texas Tech University Women's Studies Council. Ms. Shamburger is active as a speaker and teacher for church groups, and Ms. Turrentine is active in the Levelland Rotary Club. All of these activities help build goodwill and establish visibility for the Learning Center in the community.

### **Impact of the Process**

As a result of this process, the Learning Center staff has evaluated data and made systematic changes in operations. For example, the data on the ineffectiveness of READING 0000 resulted in a) the new course offering, READ 0100 which has been proven effective and b) reorganizing the READ 0000 and developing a new syllabus to provide more structure and monitoring of student progress.

Collecting data on services and student uses highlights the importance of the new PC lab on the second floor and informs decision-making concerning allotting more resources to developing the lab and maintaining appropriate staff to assist students and meet their needs. The data have shown that although students are very satisfied with the PC Lab, it is important to have adequate staff to provide students with the assistance they need in order to get maximum benefit from the Lab.

Examining the literature on effective remediation and "best practices" has resulted in the Learning Center faculty testing students more frequently and focusing on metacognitive skills development in analyzing answers and miscues, resulting in better test-taking skills. Faculty also have developed a means of providing students with weekly progress reports, which are found to have a great motivational effect and address noncognitive variables (such as student affect towards learning).

In sum, the process underscores the importance of collecting data, evaluating and analyzing the data, and using the data to make systematic changes, resulting in the improvement of instruction and services for students and the overall operation of the Learning Center. The process becomes the mechanism for evaluation and the catalyst for change.

### **The Learning Center: Goals 1998-99 Progress Report**

The following Goals were identified and reported in the 1998-99 Annual Report of the Learning Center.



## Curriculum

- Evaluate the impact of 1997-98 curriculum changes. *Adding READING 0100, one-hour scheduled labs for students who have special circumstances warranting continued remediation in reading, has been proven successful in meeting students' needs (demonstrated by student enrollment), effective in helping students pass the TASP Reading Test, and effective in retaining students.*
  - The Learning Center also explored paired courses with law enforcement, one-hour reading labs offered in the summer sessions, and offered new success seminars linking reading and math skills.

## Faculty/Staff

- Hire a new lab instructor. *Martha Marsh was hired as the lab instructor for a new 70-station PC Lab with classroom. She not only serves as lab instructor, but also as Web Master for the Learning Center web site. Her addition to the Learning Center staff of professionals has been very positive and the PC Lab received positive evaluations from students.*
- Continue the pursuit of training in instructional technologies. *By and large, faculty and staff are continuing to make progress in this area through independent study and their own initiative, spending time on the Internet and educating themselves. They have also attended workshops at conferences and continued professional readings in the area.*

## Equipment Needs

- Explore the full utilization of the new computer lab by examining software and Internet options. *Data on students served in the PC Lab indicate that the facility is already nearing full utilization in terms of numbers of students receiving services in the lab. However, faculty are continuing to identify important and useful web sites (as links from the Learning Center home page), to incorporate Internet assignments into the curriculum, and to make independent learning available to students. New software to promote the effective use of the computer classroom is requested in the 1999-2000 budget.*
- Obtain more memory for secretary's computer. *The secretary's computer hard drive crashed in fall 1998; the 1999-2000 budget requests a new computer for her use.*
- Obtain two big screen televisions and ATV devices for classrooms 301 and 303. *No progress was made on this goal.*
- Obtain a projector device for PowerPoint presentations. *Faculty in the Learning Center used an SPC projector for various projects during the 1998-99 school year, with mixed results. At present, the big screen televisions seem to be a better option for classroom instruction.*

## Physical Facilities

- Improve the appearance of the Learning Center with paint. *No painting occurred on the third floor of the library building during the 1998-99 school year; however, the new computer classroom on the second floor was painted before the computers were installed.*
- Obtain classroom furniture to accommodate students' body sizes. *This remains a goal.*

## Learning Center Goals 1999-2000

- To improve faculty and administrator awareness and perception of developmental programs and their effectiveness.
- To continue efforts to forge partnerships in learning with other entities on campus.
- To continue to gather, analyze, and report data documenting program effectiveness.
- To continue efforts to establish a warmer and friendlier campus climate for all individuals.
- To continue developing computer literacy skills for effective instruction.

The following specific activities have been identified by the Learning Center faculty and staff as important for the 1999-2000 school year.

- 1) Monitor enrollment limits in classes to ensure appropriate instruction for each student.
- 2) Explore possibility of a virtual Learning Center.
- 3) Continue to explore paired courses (with law enforcement, nursing, etc.).
- 4) Develop new success seminars curriculum.
- 5) Explore getting READING 0360 on the Internet.
- 6) Select a new text for READING 0320.
- 7) Schedule classes to meet the needs of students.
- 8) Explore possibility of a second professional to assist students in PC Lab.
- 9) Participate in 1999 –2000 professional conferences as presenters.
- 10) Obtain dry-erase board for PC classroom.
- 11) Phase out the third floor CCC lab.
- 12) Obtain linking software for PC classroom.
- 13) Obtain Windows version of CCC software for PC Lab/Classroom.
- 14) Explore possibilities for enhanced facilities with the remodeling of the third floor of the library building and – possibility the move of the Learning Center and other departmental classrooms to the first floor of the library building.
- 15) Continue individual activities and involvement in professional and civic organizations.



## References

Boylan, H. (1996). ***External report of the Texas Academic Skills Program.***  
Austin, TX: Texas Higher Education Coordinating Board.

*Developmental education: Goals and definition.* (1996). National Association of  
Developmental Education.

"Developmental education studied." (October 1998 – March 1999). **CB**  
**Report**, 34(1), p. 9.

***Report on the effectiveness of developmental education at Texas public  
institutions of higher education.*** (1999). Austin, TX: Texas Higher  
Education Coordinating Board (unpublished report).

**SOUTH PLAINS COLLEGE**  
**Learning Center**  
**CONTACT STATISTICS**  
**3-YR Comparison Chart**

**1998-1999**

Area	Served			Contacts		
	Fall	Spring	YTD	Fall	Spring	YTD
<i>Tutoring</i>	360	283	643	1773	1718	3491
<i>Rdg/Independent Lab</i>	235	255	490	3871	2805	6676
<i>2nd Floor PC Lab<sup>^*</sup></i>	1519	2995	4514	16179	21622	37801
<i>Classes</i>	302	283	585	**	**	**
<i>Workshops/Seminars</i>	330	439	769	643	268	911
<i>Seminar/Orientation</i>	1196	354	1550	1196	254	1450
<i>Counseling (Office)</i>	78	250	328	359	698	1057
<i>NON-Students / Outreach</i>	24	967	991	367	4042	4409
<b><sup>^*</sup>new this year      TOTALS</b>	<b>4044*</b>	<b>5826*</b>	<b>9870*</b>	<b>24388+***</b>	<b>31407+***</b>	<b>55795+***</b>
7313 SERVED (UNDUPLICATED) 44% - ACAD / 43% - TVO / 13% - OUTREACH & non-majors [%s are Fall only] 3302 - ONE CONTACT AREA ONLY / 1512 - 2 CONTACT AREAS / 715 - 3+ CONTACT AREAS						

**1997-1998**

Area	Served			Contacts		
	Fall	Spring	YTD	Fall	Spring	YTD
<i>Tutoring</i>	584	682	1266	3840	4917	8757
<i>Rdg/Independent Lab</i>	1649	1107	2756	5649	8365	14014
<i>Classes</i>	252	236	488	**	**	**
<i>Workshops/Seminars</i>	616	874	1490	1161	899	2060
<i>Seminar/Orientation</i>	1279	222	1501	1279	222	1501
<i>Counseling (Office)</i>	372	198	570	512	372	884
<i>NON-Students / Outreach</i>	169	178	347	969	614	1583
<b>TOTALS</b>	<b>4921*</b>	<b>3392*</b>	<b>8418*</b>	<b>13410+***</b>	<b>15389+***</b>	<b>28799+***</b>
4520 SERVED (UNDUPLICATED) 43% - ACAD / 52% - TVO / 5% - OUTREACH & non-majors 1829 - ONE CONTACT AREA ONLY / 1589 - 2 CONTACT AREAS / 1102 - 3+ CONTACT AREAS						

**1996-1997**

Area	Served			Contacts		
	Fall	Spring	YTD	Fall	Spring	YTD
<i>Tutoring</i>	844	591	1435	4642	6034	10676
<i>Rdg/Independent Lab</i>	903	274	1177	4513	7220	11733
<i>Classes</i>	311	172	483	**	**	**
<i>Workshops/Seminars</i>	1176	355	1531	1605	646	2251
<i>Seminar/Orientation</i>	968	120	1088	968	120	1088
<i>Counseling (Office)</i>	323	198	521	619	291	910
<i>NON-Students / Outreach</i>	80	58	138	940	639	1579
<b>TOTALS</b>	<b>4605*</b>	<b>1768*</b>	<b>6664*</b>	<b>13287+***</b>	<b>14950+***</b>	<b>28237+***</b>
3872 SERVED (UNDUPLICATED) 41% - ACAD / 49% - TVO / 10% - OUTREACH & non-majors 1001 - ONE CONTACT AREA ONLY / 1369 - 2 CONTACT AREAS / 1502 - 3+ CONTACT AREAS						

<sup>\*</sup>duplicated count      <sup>\*\*</sup>regular class attendance

**APPENDIX A**  
**TheLEARNINGCenter**  
South Plains College, Levelland

**FACULTY PERFORMANCE REPORT**

Glenda Shamburger  
Name of Faculty Member

May 7, 1999  
Date

I.     **Credentials**

The faculty member exceeds criteria specified in section 4.4.2.1 of the *Criteria for Accreditation* for instructors in academic skills development courses (SACS, 1989). Specifically, this faculty member holds a Master's degree in English with 63 semester-credit-hours in his/her content area. In addition, s/he has 33 graduate credit hours beyond the Master's degree.

II.    **Rank**

This faculty member holds the rank of Associate Professor of Reading (effective date: May 1999).

III.   **Tenure**

This faculty member was granted tenure in 1993.

IV.    **Professional Development**

This faculty member has participated in professional development activities as described on the attached page(s).

**APPENDIX A (continued)**  
Glenda Shamburger, Associate Professor of Reading  
Professional Activities, 1998-1999

**Seminars:**

LVN Orientation Summer Workshop: Study Skills for Science Majors  
Be Here Now: How to maintain concentration  
Verbal Preparation for Pre-professional Entrance Exam (3 sessions)

**Advising:** undecided majors

**Tutoring:**

athletes and students

**Campus activities:**

Contributed to athletes' food for school trips  
Provided room and board for 2 athletes during the month of Christmas vacation

**Professional organizations:**

Attended CRLA National Convention  
Attended Developmental Educators' Exchange, Seguin  
Accepted board membership for Levelland Literacy Council  
Member in TCCTA  
Member in CRLA

**APPENDIX B**  
**TheLEARNINGCenter**  
South Plains College, Levelland

**FACULTY PERFORMANCE REPORT**

Anne Solomon  
Name of Faculty Member

May 7, 1999  
Date

I.      Credentials

The faculty member exceeds criteria specified in section 4.4.2.1 of the *Criteria for Accreditation* for instructors in academic skills development courses (SACS, 1989). Specifically, this faculty member holds a Master's degree in English with 45 semester-credit-hours in his/her content area. In addition, s/he has 30 graduate credit hours beyond the Master's degree.

II.     Rank

This faculty member holds the rank of Assistant Professor of Reading (effective date: May 1993).

III.    Tenure

This faculty member was granted tenure in 1994.

IV.    Professional Development

This faculty member has participated in professional development activities as described on the attached page(s).

**Appendix B (continued)**  
Anne Solomon, Assistant Professor of Reading  
Professional Activities 1998-1999

**May 22-24, 1998**

Attended Developmental Educators' Exchange, Seguin, Texas, sponsored by Phoenix Institute.

**June-July, 1998**

Participant, South Plains Tech Prep and School-to-Careers Partnership.

**October 28-30, 1998**

Co-Presenter, Pre-Conference Institute for College Academic Support Programs Conference, Dallas, Texas. Presentation was "Ordinary Nightmares: Stress and the Mind-Body Connection," with Ann Leach, Physical Education Department.

**January 11, 1999**

Co-Presenter, Faculty Development for Lubbock Campus Faculty, "Ordinary Nightmares: Stress and the Mind-Body Connection," with Ann Leach, Physical Education Department.

**April 23, 1999**

Judge, Oral Interpretation, UIL, South Plains College.

**April 23, 1999**

Attended Texas Tech Women in Higher Education Conference, Lubbock, Texas.

**April 23-25**

Attended "Opening the Heart Center" conference in Lubbock, featuring Dr. Brugh Joy.

Served as Learning Center faculty representative to the South Plains College Faculty Senate and as representative to the Bookstore committee.

**APPENDIX C**  
**TheLEARNINGCenter**  
South Plains College, Levelland

**FACULTY PERFORMANCE REPORT**

Marla Turrentine  
Name of Faculty Member

May 7, 1999  
Date

**I. Credentials**

The faculty member exceeds criteria specified in section 4.4.2.1 of the *Criteria for Accreditation* for instructors in academic skills development courses (SACS, 1989). Specifically, this faculty member holds a Master's degree in Education with 20 semester-credit-hours in his/her content area (speech-communications). In addition, s/he has 36 graduate credit hours beyond the Master's degree.

**II. Rank**

This faculty member holds the rank of Assistant Professor of Reading (effective date: May 1992).

**III. Tenure**

This faculty member was granted tenure in 1994.

**IV. Professional Development**

This faculty member has participated in professional development activities as described on the attached page(s).

**BEST COPY AVAILABLE**

## **APPENDIX C (continued)**

Marla Turrentine, Assistant Professor of Reading  
Professional Activities, 1998-1999

### **Professional and Service Organizations**

Member of CRLA and NADA  
Member of the Vision committee for SPC  
Task Force meeting at Reese  
Vice-President of Booster Club  
Member of TCCTA  
International Club  
Rotary Club

### **Presentations**

Presentation at CRLA in Salt Lake, City  
Presentation to the Retired Teachers association  
Presentation to Levelland Study club on my Russian trip

### **Other**

Women & Men's basketball team healthy snacks for Regional game  
Made "Memory books " for track team  
Attended Dr. McDaniel Christmas reception  
Attended Men's and Women's basketball games  
Attended Booster Club luncheons  
Organized International Students to speak to the middle school  
Attended conference in Houston TCCTA  
International Club meetings  
Attended Women's and Men basketball game in Carleton  
Participated in the Intramural golf tournament  
Organized "Goodie Bags" for both men and women basketball team  
for regional conference  
Organized trip for International club to go the San Angelo, and San Antonio; contributed  
money to help with the trip  
BSU Luncheons  
Attended International Dinner at the Wesley Foundation  
Attended Sports Banquet  
Service Club Luncheon  
Annual Awards Banquet  
Teaching assignment in Kenya, Africa



## APPENDIX D

Gail M. Platt, Ph.D., Director of the Learning Center  
South Plains College, Levelland

### Education

B.S. with honors (Secondary Education; teaching fields: English, sociology and reading), Texas Tech University, May 1976.

M.A. (English, minor in reading), Texas Tech University, May 1979.

Ph.D. (Human Development, dissertation: *Am I as Smart as I Think I Am? A Study of the Relationships among Metacognition, Academic Skills, and Academic Achievement of College Freshmen*), Texas Tech University, May 1991.

### Administrative, Teaching, and Student Services Experience

1980 to present: Director of the Learning Center, South Plains College at Levelland, TX; designed and implemented the academic support services program, serving over 20,000 college students, both academic-transfer and technical students; supervising a professional full-time staff of six and support staff of over 60 annually with operations in four service areas: (1) administering diagnostic and academic placement assessment for incoming freshmen; (2) supervising remedial and developmental coursework (in English, math, reading, and study skills); (3) training and supervising peer-tutors in a nationally certified tutor training program; and (4) providing noncourse instruction through computers, audio-visual activities, workshops, seminars, and independent learning options. Responsibilities include program planning, implementation, and evaluation; faculty selection, development, and evaluation; services coordination; and budgetary management. Taught developmental reading, psychology, and human development courses and conducted numerous workshops for both faculty and students. Frequent consultant and workshop presenter at state and national conferences and for other organizations.

1979-1980: Coordinator of *Project: BEFORE*, a federally-funded bilingual education training program; developed and implemented a comprehensive assessment and instructional program for training English-language skills in special vocational populations.

1978-1979: Teaching Assistant, Texas Tech University Department of English; taught freshman composition and rhetoric.

1976-1978: Teacher, Lubbock-Cooper Independent School District; taught high school English and journalism; sponsor of student newspaper.

### **Other Experience**

1995 - present: Co-host, **LA TALK TV**, a 30-minute television talk show on Cox Cable Channel 14, Lubbock, Texas.

### **Professional Organizations**

College Reading and Learning Association, Political Action Committee Chair, 1998-present  
 Texas Chapter College Reading and Learning Association (President 1994-95; President-Elect, 1993-94)  
 Texas Association of Developmental Education (Membership Coordinator, 1992-93; Political Liaison, 1991-92)  
 Texas Community College Teachers Association, Professional Development Committee and campus representative  
 American Psychological Association  
 American Association for Women in Community Colleges  
 National Association of Women in Education  
 Texas Association of Women Educators in Community Colleges

### **Service to College and Community**

Member, Professional Development Committee, National Association of Women in Education (1990-present)  
 Member, Professional Development Committee, Texas Association of Women Educators in Community Colleges (1990-present)  
 Member, Women's Studies Council, Texas Tech University (1990-present)  
 Member, Steering Committee (Logistics Chair), Texas Tech Association for the Advancement of Women in Higher Education (TTAAWHE) Annual Conference (1995-96)  
 Member, Steering Committee (Program Chair), TTAAWHE Annual Conference (1994-95)  
 Member, Advisory Committee, Brookhaven College (Dallas County Community College District), Grant for Reading Training Manual for Nursing Students (1990-91)  
 Member, Texas Academic Skills Council, Texas Higher Education Coordinating Board (1987-90)  
 Chair, Reading Committee, Texas Academic Skills Council, Texas Higher Education Coordinating Board (1989-90)  
 Member, Steering Committee, FIPSE Project to Identify College-level Competencies (1987-89)  
 Grants Reader, Carl Perkins' Discretionary Fund for Technical Education, Texas Higher Education Coordinating Board (1989-93)  
 Member, Curriculum Guidelines Revision Committee, Texas Higher Education Coordinating Board (1986)

Member, South Plains College Planning Process Committee on Academic Skills Development (1989)  
 Chair, Subcommittee on SPC Statement of Purpose (1988)  
 Chair, SPC Academic Support Services for Math-Science Students (1987)  
 Member, SPC Professional Development Committee (1987)  
 Member, Academic Vice-President Search Committee (1985-86)  
 Member, Planning Committee, TADE Legislative Issues Forum (1987)  
 Consultant, Academic Support Services, Eastern New Mexico University (1983)  
 Member, American Association of University Women (1991-present)  
 Past-President, SPC Faculty Women's Club (1983)  
 Member, Lubbock Area Literacy Coalition (1988 - present)  
 Chair, Young Writers' Competition, Lubbock Arts Festival (1989)  
 Member, Steering Committee, Lubbock Arts Festival (1989)  
 Board Member, Lubbock League of Women Voters (1990-91)

### **Awards and Honors**

Who's Who Among Rising Young Americans (1990)  
 Who's Who in American Education (1989)  
 Professional Merit Leave, SPC (1985-86)  
 Phi Kappa Phi, Texas Tech University (1979)  
 Phi Upsilon Omicron, Omega Chi Chapter, TTU (1990)  
 Sigma Tau Delta, Texas Tech University (1976)

### **Selected Articles, Workshops, and Presentations**

***Preparation for the Florida Teacher Certification Exam***, Piscataway, NJ: Research in Education Association (in press).  
*CRLA: 1999 Political Action Committee, CRLA Newsletter*, Spring 1999, R-12.  
*Are You Smarter than You Think You Are? Applying type to test-taking success. CASP News*, Spring 1999.  
*Planning 1997-98, progress 1996-97: Annual report of the South Plains College Learning Center*. ERIC Document 409 051.  
*Does remediation belong in college? The national teaching and learning forum*, 5 (4), 1996.  
*Learning from the past or must history repeat itself?* Eric Document (1995)  
***The best test preparation for the ExCET examination for the certification of educators in Texas***, Piscataway, NJ: Research and Education Association (1995).  
*Assessing program effectiveness: It's a tough job, but somebody's got to do it*, ERIC Document ED 346 916 (1993)  
*Making a difference*, ERIC Document ED 333 937 (1992)  
*Why Texas community colleges need TASP: The case for mandatory placement into remediation, TJCTA Messenger*, 21 (1), September 1989.

*Remedial reading at college: How to select remedial reading teachers, **Administrative Action**, Fall 1989.*

*Read the writing on the wall, **TASP FYI Newsletter**, 1989.*

***Improvement for undergraduate education in Texas**, Austin: Texas Higher Education Coordinating Board, 1989.*

*Should colleges teach below college-level courses? **Community College Review**, 14 (1), Fall 1986.*

Presenter, How to get what you want, Lubbock Chamber of Commerce Ambassadors Program, 1999.

Presenter, Are you smarter than you think you are? Applying type to test-taking success. Texas Community College Teachers Association Convention, Houston, Texas, 1999.

Presenter, How to promote your successful TASP Program, College Academic Support Programs Conference, Dallas, Texas, 1998.

Presenter, How we think and learn: assessing and applying type to academic success, College Reading and Learning Association, Salt Lake City, Utah, 1998.

Presenter, Why developmental educators must be politically active, College Academic Support Programs Conference, Corpus Christi, Texas, 1995.

Presenter, H.O.T. nurses in H.O.T. classrooms: Higher-ordered thinking skills and improved instruction, Methodist School of Nursing, Lubbock, Texas, 1995.

Presenter, Me, a reading teacher?, Levelland High School Faculty In-service Program, Levelland, Texas, 1995.

Presenter, The role of remedial education in higher education, Oklahoma Association of Community Colleges, Oklahoma City, Oklahoma, 1994.

Presenter, Write angles: Integrating reading and writing instruction for learning, knowing, and thinking, College Academic Support Programs Conference, Houston, Texas, 1993.

Presenter, Basics revisited: The Texas Academic Skills Program, American Association for Higher Education Assessment Conference, Washington, D.C., 1990.

Presenter, Beyond reading, writing, and 'rithmetic: The college success course, College Academic Support Programs Conference, San Antonio, Texas, 1990.

Presenter, What faculty need to know about students' skills, Howard College, Big Spring, Texas, 1990.

Presenter and Group Facilitator, Integrating basic skills into technical curricula, State Program at San Antonio, Dallas, Big Spring, and Amarillo, 1990-92.

Presenter, TASP implementation at four institutions, Texas Association of College Registrars and Admissions Officers, Lubbock, Texas, 1990.

## **1998-99 Selected Activities**

### **SPC**

Freshman Orientation "College Success Talks"  
 New Faculty Orientation Presentation  
 Student Assistance Center Advisory Committee Presentations  
 Student Registration  
 Tutor Training  
 ADN Presentations (Study Skills, Test-taking, SQ3R, Learning Styles,  
 Employment Outlook, MBTI, and Time Management)  
 A and P Presentations (Learning Styles)  
 Success Seminars on TASP, TASP Prep, Learning Styles, Getting Along with  
 Professors, Time Management, Gender in the Classroom, Test Anxiety, Test-  
 taking Strategies, Math Anxiety, MBTI Interpretation, SBI Interpretation,  
 Empowerment, Anger Management,  
 ESC Workshop on Brain Development and Learning  
 Test-taking Mentor for Athletes  
 Curriculum Committee  
 Academic Council  
 Arts and Sciences Chairpersons Meetings  
 Technical Chairpersons Meetings  
 Special Services Advisory Committee Member  
 Tech Prep "GET REAL" Summer Project 1998  
 Campus Visits (summer 1998): Montgomery County Community College  
 (Houston), Brookhaven College (DCCCD, Dallas), Collin County College  
 (CCCD, Plano), Tarrant County College (Northeast, Arlington), Palo Alto College  
 (San Antonio)  
 20-year Service Award

### **Professional Activities (apart from SPC)**

TCCTA Faculty Leaders Conference  
 TCCTA Professional Development Committee  
 CRLA Political Committee Chair  
 CRLA Presenter (3 presentations at Salt Lake City)  
 Sentinel Network Member  
 CASP Institute Leader (2 institutes and general session moderator)  
 TCCTA Convention Presenter  
 TTUHSC Women's Studies Council  
 TTAAWHE Member  
 APA Member  
 TTUHSC Visions Steering Committee (Distance Learning)  
 Visions Professional Development Subcommittee  
 Visions Conference Host

**Other**

Habitat for Humanity volunteer

**LA TALK TV** (local television host)

Lubbock ISD PTA (Literacy Chair)

Lubbock ISD Leadership Forum

Lubbock Literacy Coalition

Lubbock League of Women Voters Legislative Breakfast Program Moderator

Lubbock Chamber of Commerce Presenter, Ambassadors Program

Early Childhood Education Intervention Program (UMC/HSC)

**South Plains College  
TheLEARNINGCenter**

**Student Evaluation of Instructor**

**Instructions:**

**Please do not write on this questionnaire! Use attached evaluation form for your responses.**

.....

**MARK THE APPROPRIATE LETTER WHICH BEST RATES YOUR INSTRUCTOR ON QUESTIONS 1- 6. YOU MAY WRITE COMMENTS IN THE SPACE PROVIDED ON THE COMPUTER FORM; HOWEVER, DO NOT USE YOUR INSTRUCTOR'S NAME DIRECTLY IN THE COMMENTS.**

- |   |  |   |   |   |   |
|---|--|---|---|---|---|
| 1. Does the instructor treat you with respect (e.g., is patient, treats you as an adult)?                                       | A                                      | B | C | D | F |
|   | Highly satisfactory-----unsatisfactory |   |   |   |   |
| 2. Does the instructor seem to know what s/he is talking about?   | A                                      | B | C | D | F |
| 3. Is the instructor available for extra help if you need it?   | A                                      | B | C | D | F |
| 4. Are the tests and quizzes fair (e.g., are they graded fairly and do they cover what you have read or talked about in class)? | A                                      | B | C | D | F |
| 5. Do you need to read the textbook(s) to do well in class?   | A                                      | B | C | D | F |
| 6. What is your overall grade for this instructor?  | A                                      | B | C | D | F |

Attachment 2  
South Plains College  
**TheLEARNINGCenter**

**Student Self-Assessment**

**Instructions:**

**Respond to each item below. Your honest and thoughtful response is appreciated.**  
.....

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Grade your performance in this class so far. What grade would you give yourself for your performance?  | A | B | C | D | F |
| 2. Grade your attendance in this class so far. What grade would you give yourself for attendance?   | A | B | C | D | F |
| 3. Grade your participation in class so far. What grade would you give yourself for participation?  | A | B | C | D | F |
| 4. Grade the quality of your written work in class so far. What grade would you give yourself for your written work?  | A | B | C | D | F |
| 5. Grade the quality of your analysis of written text (the textbook and other assigned readings). What grade would you give yourself for your analysis of written text? | A | B | C | D | F |
| 6. What overall grade do you believe you have earned thus far?  | A | B | C | D | F |
| 7. Why?   |   |   |   |   |   |
| 8. How could your instructor improve this course in the time remaining this semester?   |   |   |   |   |   |



# Attachment 3: TheLEARNINGCenter Computer Lab Survey

Please respond to each item below. Your honest and thoughtful response is appreciated. Scale: A = excellent; B = above average; C = average; D = below average; F = terrible.

- |   |   |          |          |         |        |          |
|---|---|----------|----------|---------|--------|----------|
| 1. Grade accessibility of computers in the computer lab. Is a computer available when you need it?                              | A<br>87%  | B<br>9%  | C<br>3%  | D<br>1% | F<br>0 | (n = 89) |
| 2. Grade the quality of assistance you receive in the computer lab. Is someone available to help you and answer your questions? | A<br>69%  | B<br>26% | C<br>6%  | D<br>0  | F<br>0 | (n = 89) |
| 3. Grade the value of the computer lab to your student work and experience. Do the computers help you get your work done?       | A<br>72%  | B<br>17% | C<br>11% | D<br>0  | F<br>0 | (n = 88) |
| 4. Overall, grade the computer lab. What grade would you give to the computer lab?  | A<br>78%  | B<br>19% | C<br>2%  | D<br>1% | F<br>0 | (n = 89) |
| 5. How often do you visit the computer lab?   | 20% once a week (n = 89)<br>20% twice a week<br>60% more than twice weekly  |          |          |         |        |          |
| 6. Check each blank that describes how you use the lab.   | 94% Internet (n = 89)<br>73% MS Office (Word, Excel, PowerPoint, Access)<br>17% Course-related software<br>45% Library research |          |          |         |        |          |

Comments:

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### Comments received:

- [The] computer lab is great!
- We need CH and Network Neighborhood.
- Great job!
- The computer lab has really been useful and I'm thankful SPC allows us to use it!  
The assistants are also very helpful. Thank you, SPC!
- Need a scanner.
- Very good.
- Great!
- The back row of computers 33-39 are very slow and are becoming obsolete.
- The sign in and out takes to[o] long. There should be an easier way to do that.
- Internet link-up sometimes not working. Need to check on it.
- Would be nice if also had Mac computers too.
- I don't know what I would do without it.
- Thanks.
- It['s] great.

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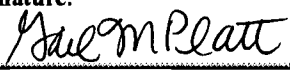
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